English 109 E, Fall 2003   Introduction to Academic Writing
Instructor: Erin E. MacDonald
Office: PAS 2213    Office Hours: Tuesday, 4:30-5:30 p.m. or by appointment
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Class Time: Monday, 6:00-8:50 p.m.    Room: ML 315

Course Description

English 109E, Introduction to Academic Writing, will prepare the student for writing in academic forms in a variety of disciplines. Students will be taught both the rhetorical and mechanical tools of academic writing. Since this course is based on the premise that critical reading, thought, and writing cannot be taught separately, a heavy emphasis will be placed on learning to critically analyse written works including academic articles, journalistic essays, and literature. Considering language and cultural knowledge as socially constructed, we will interrogate the rhetorical strategies and implications of these texts through both whole class and group discussions. Students will gain confidence with a variety of types of writing, from basic critical analyses to academic research essays. Although some grammar review will be taught, students should be advised that this is not a remedial writing course.

Required Texts

*Writing in the Disciplines*, 4th ed. – Kennedy, Kennedy, Smith
*Here's How to Write Well*, 2nd ed. - McMahan, Funk

Recommended Texts

Little, Brown Compact Handbook*
MLA Handbook (recent edition)

Assignment Weighting

Annotation Exercise 5%
Critical Analysis Paper
  First Draft 10%
  Final Draft 25%
Research Paper
  Outline 5%
  Final Paper 30%
Grammar Test 25%

* Proceeds from the sale of this book go to the English dept. scholarship fund.
Annotation Exercise
Using the "active reading" and critical analysis skills learned in class, students will annotate one page of Venise Berry's essay, "Re redeeming the Rap Music Experience." Students will photocopy whichever page they choose to analyze, highlight or underline important sections, make critical notes between lines or in the margins, and submit this page to the instructor for a mark out of 5%.

Critical Analysis Paper
This essay will require the student to critically analyze a piece of writing and write a 2-page, double-spaced paper (in 12-point font) arguing his or her own thesis on that piece of writing. The student must use quotation, summary, and paraphrase techniques learned in class and proper citation methods, including a Works Cited or References page. No secondary research is required for this assignment. A first draft of this paper is worth 10% of the final mark, with a final draft being worth 25%. Students will be asked to participate in a peer editing session before the final draft is due, and are therefore required to bring two copies of the paper to class on the day that the first draft is due.

Research Paper
This second essay requires the student to perform secondary research on a topic (to be discussed in class) and to formulate an original thesis on that topic, arguing it in a 6-8 page paper (double-spaced, 12-point font, using proper citation methods, including a Works Cited or References page, etc.). The topic must be in some way related to an issue discussed in one of the essays read for class. The secondary sources used must include at least three academic print sources. There will be no first draft of this paper, but an outline (including a thesis statement) of the project must be submitted to the instructor at least one week before the final research paper is due. The plan will count for 5% of the final mark, and the essay itself will be worth 30% of the student's final mark.

Grammar Test
The only test in the course will ask the student to correct several different types of grammatical errors, which will have been covered in class previously. The test will be worth 25% of the final mark.

Participation
Because this course relies on student involvement in whole-class discussions and in small-group activities and in-class writing assignments, students are expected to attend classes regularly and to take an active part in their own learning.

Policies
All late assignments unaccompanied by a doctor's note will be docked 10% per day to a maximum of 3 school days, after which the assignment will receive a zero. Students are responsible for learning the university's policy governing plagiarism. Any incidents of this nature will be severely punished.
Engl 109E  Fall 2003  Tentative Schedule and Relevant Readings


Mon. Sept. 15 – Critical Analysis (*Writing* p.36-44, Robinett, “Electronic Expansion of Human Perception,” *Here’s* Ch.4)


Mon. Sept. 29 – Paraphrase and Summary (*Writing* p.16-29, Marx, “Privacy and Technology”), Annotation Exercise DUE


Mon. Oct. 13 – NO CLASS (Thanksgiving)


Mon. Oct. 27 – Paragraphing (*Here’s* Ch.5), Types of Essays (*Here’s* Ch.3, *Writing* Ch.3, Magnet, “Rebels With a Cause,” Gans, “The War Against the Poor…”)


Mon. Nov. 10 – Revision and Editing (*Here’s* Ch.7, *Writing* p.58-76), Grammar Test


Mon. Nov. 24 – Research Papers (*Here’s* Ch.8, *Writing* Ch.5, Nov. 18 readings cont’d), Research Paper Plan DUE

Mon. Dec.  1 – Summary, Research Papers DUE